TEA
Texas Education Agency

2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID [   ]

Authorizing legislation	**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from	**January 1, 2019 - June 30, 2020**

X Pre-award costs are not permitted.

Required Attachments
Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number
Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): | **N/A**

Applicant Information

Organization	Kennedale ISD	CDN	220-914	Vendor ID	1756001899	ESC	11	DUNS	037892569

Address	120 W. Kennedale Pkwy (P.O. Box 467)	City	Kennedale	ZIP	76131	Phone	817-563-8000

Primary Contact	Dr. Missy Glenn	Email	glennm@kisdtx.net	Phone	817-563-8022

Secondary Contact	Michael Cagle	Email	caglem@kisdtx.net	Phone	817-563-8101

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name	Dr. Missy Glenn	Title	Deputy Superintendent

Email	glennm@kisdtx.net	Phone	817-563-8022

Signature	*[signature]*	Date	11/9/18

Grant Writer Name	Michael Cagle	Signature	*[signature]*	Date	11/9/18

⦿ Grant writer **is** an employee of the applicant organization. ○ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
KISD needs to improve the quality and frequency of professional development opportunities for administrators. (50% of administrators hired in KISD in 2018-19 were first-year administrators, and none of these had residency experience.)	Through the 2019-20 Principal Preparation Program Grant, Kennedale ISD plans to implement a thorough, on-going, and flexible professional development plan for Principal Residents that includes a pre-residency institute, clinical/field-based learning, authentic leadership experiences and training, and the opportunity to obtain professional certifications such as T-TESS, T-PESS, AEL, and HumanEx.
KISD needs to increase the number, diversity, and quality of internal administrative applicants. (In 2017-18, the admin. turnover rate for the district was 50%. Campus Admin.- 75% White, 83% Female)	KISD plans to implement the 2019-20 Principal Resident Program, in cooperation with Texas A&M - Commerce, to increase the number, diversity, and quality of internal administrative candidates. The KISD program includes strategies to recruit a diverse pool of applicants, who mirror the student population.
KISD needs to improve retention rates and create an adminsitrative "pipeline" for the future. (In the past 5 years, KISD secondary campuses have had an annual administrative turnover rate of 56.6%.)	If awarded the initial Principal Preparation Grant in Cycle 2, Kennedale ISD plans to apply for the grant in the following 2 years and extend the program to create an administrative "pipeline." The KISD Resident Program design includes mentors and sustained, on-going professional development for Principal Residents.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of the Kennedale ISD 2019-2020 Principal Resident program, through a partnership with TAMU–Commerce, is to build strong campus leaders and help support internal leadership through pipelines by establishing full-time, year-long principal residencies on each of the four (4) Kennedale ISD campuses that were identified as needing "Additional Targeted Support" by TEA, whereas general success of the program is based upon whether or not 1.) all residents complete required residencies, coursework, and professional development activities by June 1, 2019, 2.) all residents pass the Texas Principal as an Instructional Leader 268 Exam and meet requirements of PASL, 3.) all residents earn Texas Principal as an Instructional Leader Certificates by June 31, 2019, and 4.) the number of residents who remain in KISD in 2020-2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1.) The KISD Principal Resident Committee has selected qualified candidates, who reflect the diversity of the district's student population, and placed one Principal Resident on each of the 4 qualifying KISD campuses, with the cooperation and approval of campus Principals. 2.) All KISD 2019-20 Principal Residents have been accepted to the Texas A&M-Commerce Graduate School and the School of Education and are enrolled in a Principal Certification program (with or without a Master's Degree) beginning in the Summer I term of 2019. Principal Residents demonstrate success in Summer coursework, per university standards. 3.) All KISD 2019-20 Principal Residents completed T-TESS and AEL trainings and received associated certifications. 4.) All KISD 2019-20 Principal Residents completed KISD Principal Resident Summer Institute (Days 1-5). 5.) All KISD 2019-20 Principal Residents have been assigned a campus mentor, who, in most cases, will be the campus Principal. 6.) All KISD 2019-20 Principal Residents have conduct BOY T-PESS Conferences with Goal Setting.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1.) All KISD Principal Residents have completed summer coursework, enrolled in fall courses, and are making adequate progress towards degree completion and/or Principal Certification. 2.) All KISD Principal Residents have held BOY and MOY conferences with mentors to discuss observations, full-time residency experiences, updates on T-PESS and professional goals, professional development opportunities, leadership responsibilities, and field and clinical experiences. 3.) All KISD Principal Residents have maintained weekly logs that indicate 90% or more of experiences provided by KISD are relevant field-based experiences and are aligned with the six principal domains. 4.) All KISD Principal Residents joined a professional organization for administrators (TASA, TEPSA, TASSP, etc.) and attended a Summer or Fall professional development conference. 5.) All KISD Principal Residents, in collaboration with their campus mentors, have identified a problem/challenge in the school that influences practice and student learning and developed an action plan to resolve the problem.

Third-Quarter Benchmark

1.) All KISD Principal Residents have completed (or are in the process of completing) coursework for their required Master's Degree and/or Principal Certification programs at TAMU - Commerce . 2.) All KISD Principal Residents have completed T-PESS training and earned certification as a T-PESS appraiser. 3.) All candidates have completed practicum requirements for Texas A&M - Commerce. 4.) All KISD Principal Residents attended HumanEx Ventures training and earned certification as a HumanEx Teacher Interviewer. 5.) All KISD Principal Residents have attended an Instructional Coaching training at ESC XI or from another qualified provider. 6.) All KISD Principal Residents have collected, uploaded, and submitted the required artifacts, plans, student work, and feedback for PASL. 7.) All KISD Principal Residents have taken and passed the TExES Principal 268 Exam, met the minimum standards of PASL, and have applied for or have obtained the Texas Principal as an Instructional Leader Certification.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

During the course of the 2019-2020 Principal Resident Program, Kennedale ISD and TAMU- Commerce, as partners, will have the opportunity to evaluate many sources and types of data. The frequency of data collection will depend on the source and type of data. Data which provides information regarding the progress of Principal Residents during the terms of their residencies or coursework will be monitored on a weekly or monthly basis. For example, Principal Residents will be required to maintain weekly logs of activities and evaluate how these activities relate to the domains of the Texas Principal as Instructional Leader 268 framework, as well as how these activities relate to personal, professional, and program goals. At weekly meetings with their mentors, Principal Residents will have the opportunity to share their reflections, and mentors will have the opportunity to modify the resident's clinical experience, to suggest curriculum changes to TAMU - Commerce faculty, and/or to provide general assistance to the resident. Mentor-mentee meetings and reflection logs are examples of sources of data that ensure program fidelity and allow Kennedale ISD and TAMU - Commerce to create a dynamic, responsive, and individualized residency program. Kennedale ISD will collect and analyze data using other short-term checkpoints and benchmarks (such as the those listed above) on a quarterly or semester basis. For example, course completion and final grades earned by residents will be monitored on a semester basis. Such data will allow Kennedale ISD to evaluate if overall program goals are being met and whether or not Principal Residents are making adequate progress toward completion of university programs and certification requirements. The process of data collection and analysis into the cause of low performance on key indicators will ensure the program is sustainable in future years. For example, if the number of candidates completing T-TESS training in the Summer of 2019 is low, then Kennedale ISD would collect further data to determine the reason for the low number. Such investigations could provide insight to needed program changes for future years. In this example, the district might find that the reason for the low completion rate was due to the inability of some candidates to participate because of schedule conflicts. In such as a case, the district would then evaluate possible solutions and program modifications such as offering multiple opportunities for the training or modifying the program timeline. The overall success of the program will be determined by whether or not all of the Principal Residents complete their university programs, fulfill residency obligations, and obtain the Texas Principal as an Instructional Leader Certification.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

In the Spring of 2019, Kennedale ISD will form a district-level KISD Principal Resident Program Committee, led by the Superintendent or designee, to oversee the recruitment, selection, and placement of qualified candidates. The Committee will consist of district leaders, University representatives, and campus administrators and teachers (from the four KISD campuses who qualify for the 2019-20 PPP Grant). The Committee will be responsible for overall program design and developing strategies to identify and actively recruit potential candidates who have demonstrated evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. As part of these efforts, the Committee will solicit campus Principals to identify and submit the names of potential candidates who meet these criteria (and do not hold Tex. Prin. Cert.) and to submit letters of recommendation which attest to the quality of each candidate's teaching ability, general job performance, leadership potential, growth mindset, problem-solving abilities, and track record of measurable student achievement. The Committee will also develop an open nomination process that allows district leaders, campus administrators, and teachers to nominate potential candidates for the program. Additionally, the Committee will develop an application process that allows teachers, who feel they meet the above criteria, to apply for KISD Principal Resident Program, without the requirement an initial recommendation of a Campus Principal or nomination from a colleague. In addition to this three-pronged approach to recruitment, the Committee will host an informational meeting in the Spring of 2019 for interested individuals that will include a general overview of the KISD Principal Resident Program, information regarding the application and interview process, information regarding required/desired qualifications of applicants, information regarding the interview processes, information regarding the selection process, information regarding admission requirements to the Texas A&M - Commerce Graduate School and the College of Education and Human Services, information regarding Texas A&M - Commerce graduate program options for Educational Administration and Principal Certification (for candidates with or without a Master's Degree), expectations of KISD Principal Residents, information regarding the KISD Principal Resident Program Summer Institute and other professional development opportunities, and program timelines/deadlines. All efforts are intended to attract a diverse pool of candidates that mirrors that of the student population (46% White, 24% Hispanic, 22% African American, 8% 2 or more/other -53% M/47% F). The goal of the KISD Principal Resident Program recruitment process is for at least half (50%) of the applicants and, ultimately, selected residents to be from the district's minority populations: Hispanic, African American, Asian, or 2 or more races. All interested nominees, targeted recruits, and general applicants for a KISD Principal Resident position must complete an application and submit required supporting documents by the deadline established by the District. The District will send a mass email to district employee's regarding the KISD Principal Resident positions with the application, instructions, and job description. Along with a completed application, candidates will be required to submit key documents, including but not limited to, the following: 1.) General Resume, 2.) Letter of Intent, 3.) Three (3) most recent T-TESS/PDAS Summative Appraisals, 4.) Updated Official Transcripts from Accredited Colleges/Universities, 5.) Three (3) Letters of Recommendation, including one from the campus Principal or most recent appraiser, 6.) Essay(s) required by the KISD Principal Program Committee, and 7.) Evidence of acceptance into the Texas A&M - Commerce Graduate School and College of Education and Human Services or notice of intent to apply and that candidate meets minimum admission requirements. Applicants will be screened using the HumanEx Ventures Principal 2.0 battery of interview questions by a certified interviewer. The KISD Principal Resident Program Committee will develop rubrics and scoring criteria for applicants based upon the application, supporting documents, and HumanEx results. Candidates will be ranked and finalists will be announced. Finalists will be required to conduct final-round interviews with the KISD PRP Committee and representatives from TAMU - Commerce. As part of the final interview, finalists will be asked to to make a solutions-based presentation on a topic focused on addressing authentic campus/district needs. The purpose of all supporting documents, required essays, and final presentation should be for the candidate to demonstrate evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. The Committee will develop criteria for final selections, which will be announced no later than March 1, 2019.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Kennedale ISD has partnered with Texas A&M University - Commerce, an effective Principal educator preparation program (EPP) that provides residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership. Through this partnership the design of KISD Principal Residencies will be co-developed by the University and Kennedale ISD, as residency design will be anchored to coursework of residents at TAMU-Commerce. KISD Principal Residents will be required to apply and gain admissions to one of two programs at TAMU-Commerce. TAMU - Commerce currently offers a 21-hour (7 courses) online Principal Certification Program for candidates with a Master's Degree and a 30-hour (10 course) online Master's Degree in Educational Administration with Principal Certification for candidates without a Master's Degree. KISD 2019-20 Principal Residents will begin their course sequence in the Summer 1 Semester of 2019. KISD Principal Residents can complete both programs at the end of the Spring Semester in 2020, which is also the end of the grant cycle. Courses at TAMU - Commerce are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring; Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; and Strategic Problem-Solving. Courses are designed to explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. The coursework provides structured authentic leadership opportunities in which Principal Residents become familiar with various real-world contexts. The "Leading the Learning Community Practicum" (EDAD 610) is designed to ensure Principal Residents gain these real-world opportunities and gain formative feedback from practicum supervisors and site mentors. Principal Residents enrolled both TAMU-Commerce programs will take courses focused on a broad range of topics including instructional leadership, law, research/best-practices, effective schools, using data to improve learning, multicultural education/diversity, and more. The most recent TAMU - Commerce Principal Handbook, course sequence, course syllabi, and other relevant documents are attached to this application. Kennedale ISD will provide Principal Residents with a full-time residency that is at least 1 year in length on one of the 4 KISD campuses that qualify for the 2019-20 Principal Preparation Grant. KISD Principal Residents will not have classroom responsibilities during the term of their residencies. Each Principal Resident will be assigned an effective mentor, who in most cases, will be the campus Principal but may be another qualified district leader. Mentors will be required to meet with Principal Residents on a weekly basis and document their efforts. The KISD Principal Resident Program Committee will develop and publish standards, best-practices, documentation methods, and observational and feedback forms for mentors and Principal Residents (mentees). Principal Residents will be required to maintain weekly logs of experiences and reflections, which will be discussed with mentors at weekly meetings. KISD mentors and/or campus Principals will ensure that each Principal Resident has the opportunity to identify a school problem/challenge that influences practice or student learning, collaborate with campus leaders and staff to find solutions, and develop an action plan to resolve the issue. Residents will work daily alongside campus administrators and gain valuable experience in real-world contexts and structured authentic leadership opportunities with a broad range of administrative responsibilities/activities, including but not limited to, serving on site-based/leadership teams, discipline management, developing the master schedule, developing duty schedules, instructional rounds/walk-throughs, instructional coaching, ARDs, 504s, LPACs, RtI processes, restorative discipline, attendance/truancy procedures, investigations/grievances, bullying procedures, event planning, extracurricular duties, appraisals, developing professional development plans, presenting at staff meetings, hosting trainings, collaborating with district leaders, state and federal testing, data analysis, implementing screeners/benchmarks/common assessments, personnel management, hiring, budgeting, and more. KISD will provide Principal Residents sustained and ongoing professional development that includes opportunities to obtain T-TESS, AEL, T-PESS, and HumanEx Teacher Interviewer certifications. Other professional development opportunities will include, but are not limited to, instructional coaching, Chapter 37, KISD Attendance/Truancy procedures, KISD Bullying Procedures, KISD District/Campus Management Plans, school safety/security, and Fundamental 5. KISD will host a 5-Day Principal Resident Summer Institute in Summer 2019 to help initially prepare candidates for campus placements and residencies.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

All campuses in Kennedale ISD qualify for the Title I, Part A school-wide program. Under the provisions of Title I, all campuses are dedicated to using sources of data to determine campus needs and develop action plans for improved student achievement. All KISD campuses have site-based decision-making committees that include a broad-range of stakeholders including administrators, teachers, campus and district personnel, parents, community members, and business representatives. The site-based plans conduct annual Campus Needs Assessments (CNA) at the end of the year using an array of data sources such as assessment results, stakeholder surveys, demographic information, program analyses, master schedules, curriculum resources, and more to identify campus strengths and needs in the areas of demographics, student achievement, school culture and climate, staff quality, curriculum and assessment, family and community, school context and organization, and technology. The site-based teams use information from the CNA to develop a Campus Improvement Plan (CIP) that includes campus goals and strategies for improvement. All Kennedale ISD campuses adhere to the Kennedale ISD Grading Guidelines, which promote consistent, evidence-based, and fair grading practices through the district. The KISD Grading Guidelines establish requirements for the implementation of Common Assessments and other interim assessments across grades and subjects, that are aligned to end-goal assessments. The KISD Grading Guidelines also outline policies and timelines for reteaching concepts and for opportunities for students to redo/retake failed assignments. All campuses adhere to the district's timelines for implementing required BOY, MOY, and EOY district screeners, benchmarks, interim assessments, and State/National assessments. Most Kennedale ISD campuses have implemented PLCs and have dedicated PLC time built into master schedules. PLCs monitor student performance on assessments/benchmarks, collaborate to build effective lessons, and provide opportunities for teachers to observe one another. All campuses use DMAC to give local assessments, and DMAC allows teachers/PLCs to produce instructional reports for data analysis and intervention efforts. KISD has adopted TEKS Resource to provide core teachers with curriculum resources, scope and sequences, and vertical and horizontal alignment documents. Most campuses have adopted Fundamental 5, use T-TESS (with GSPD/SLO) for teacher development, and all provide ongoing professional development.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

All Kennedale ISD campuses use the three components of T-TESS: Goal-Setting and Professional Development Plan (GSPD), the evaluation cycle (including pre-conference, observation, and post-conference), and the student growth measure or Student Learning Objective (SLO). The T-TESS Rubric includes 4 Domains and 16 Dimensions. T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. Aligned with the notion of continuous improvement, the goal-setting and professional development processes are interwoven throughout the year to positively impact performance. Teachers authentically engage in reflection about current professional practices using teacher and student data, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year. The overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment and student outcomes. As tied to the Texas Teacher Standards for Professional Practice, the T-TESS multi-dimensional observation tool is used in conjunction with collected evidence to evaluate and inform each teacher's performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance. Campus administrators use both formal and informal observations throughout the year to provide teachers with actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that lead to refinement in their practices. Formal observations are typically scheduled and last the duration of a class period, and informal observations, or "walk-throughs" are typically not scheduled and last 10 minutes or less. The overall purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth. The End-of-Year (EOY) Conference provides an opportunity for the appraiser and the teacher to summarize the observations for Domains 1-3, formalize the evidence and score for Domain 4, and to discuss next year's goal(s) and professional development plan.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

⦿ Yes   ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.
Are any private nonprofit schools participating in the grant?

○ Yes   ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program | 4

Matched amount (number of principal residents participating in program x $15,000) | 60,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)   BUDGET

	BUDGET
SALARY AND BENEFITS/COMPENSATION OF PRINCIPAL RESIDENTS ($50,000 per Resident X 4 Residents)	200,000
STIPENDS FOR PRINCIPAL RESIDENT MENTORS ($1,500 per Mentor X 4 Mentors)	6,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Contracted Professional Development	5,000

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Travel/Workshops/Associated Fees and Dues ($3,000 per Resident X 4 Residents)	12,000
Tuition/Books/Testing/Certification/Principal Preparation Program Fees ($14,250 per Resident X 4 Residents)	57,000

Total Direct Costs | 280,000

Indirect Costs | 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) | 280,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:
How would you describe your team's...

Question	2 – Foundational / 3 – Proficient / 4 – Exemplary
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	3
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	3
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	4
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	3
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	3
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback
How would you describe your team's... *

	2 - Foundational 3 - Proficient 4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	4
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	4
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	4
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	4
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	4
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	4
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	4
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	3